

PIEDMONT COLLEGE SCHOOL OF EDUCATION

Mastering the art of teaching: Preparing proactive educators to improve the lives of all children.

INSTRUCTIONAL TECHNOLOGY (CERTIFICATION)

In accordance with the requirements and stated program goals of Piedmont College and the standards of the Georgia Professional Standards Commission, field experiences are required for certification candidates in Instructional Technology (IT). Field experiences provide opportunities for certification candidates to have concrete experiences with instructional technology across grade levels. Courses in the IT program that contain a required field experience are identified in the catalog. The requirements will be specifically defined on each syllabus. Candidates may also be required to seek out field experience beyond those listed in course requirements. Field experiences help candidates link theory to practice and play a major role in the candidate's progress toward becoming a scholarly, proactive, reflective, and professional educator and life-long learner.

When you are visiting schools, or other sites, for field experiences, you are representing Piedmont College and yourself as a professional. Your appearance, behavior, and demeanor should present those qualities and dispositions that best represent you as a professional. Before you make a site visit, you must gain permission from the school principal or administration and the classroom teacher, unless pre-arranged by an instructor. In the event an IT field experience is not within a school, permission from an authorized on-site supervisor is required. Check the "In-Course Field Experiences Procedures and District Requirements" form located under "Field Experiences – (Procedures)" on the School of Education website to determine the procedures for each school system. Contact your advisor if you have any questions about field experiences.

Candidates in Instructional Technology: *Certification-Only* must document a minimum total of twenty (20) clock hours of field experiences. In order to enhance your preparation as a technology professional, it is important that these experiences reflect a range of diversity which will be selected in consultation with your professor/advisor.

A significantly stronger emphasis should be placed on active/performance-based experiences, rather than observational experiences.

Examples of IT field experiences include:

- Interviews with students, teachers, parents, administrators, school personnel, and other professionals on an instructional technology topic.
- Interview instructional technology vendors to learn about common needs/requests

- Shadow an instructional technology professional on the job
- Assisting school or district personnel with planning and delivering technology professional development
- Providing a demo of an instructional technology product to school personnel
- Assisting a school, or other educational institution, with grant development
- Provide technology assistance to professionals working with students in special education contexts
- Small-group Instruction
- Whole-class Instruction
- Working with school personnel to design and deliver a workshop for parents on how to access electronic information and communications made available by the school
- Administration of tasks – i.e.: meetings with various school personnel
- Attend professional conferences and workshops
- Work with IT at community after school programs
- Attending Board of Education meetings where technology is an agenda item
- Work with district technology planning committees.
- Attend state-level technology planning committees

*Candidates are encouraged to document as many varied experiences as possible. It is recommended that candidates consult their professor/advisor once they have developed an idea for a field experience not required by a specific course. Up to 5 hours of field experiences, no older than two years, prior to admission may be approved by the department chair. **The documentation of these experiences is to be correlated to the Core Candidate Learning Outcomes (CCLOs) of the program.***

Take your Field Documentation Form with you to each advising session. During the advisement session you should review your progress and experiences with your advisor. Be sure to date and initial each session.

Advising Session #1 Date _____	Candidate’s initials _____	Advisor’s initials _____
Advising Session #2 Date _____	Candidate’s initials _____	Advisor’s initials _____
Advising Session #3 Date _____	Candidate’s initials _____	Advisor’s initials _____
Advising Session #4 Date _____	Candidate’s initials _____	Advisor’s initials _____
Advising Session #5 Date _____	Candidate’s initials _____	Advisor’s initials _____
Advising Session #6 Date _____	Candidate’s initials _____	Advisor’s initials _____

It is your responsibility to maintain information on your field experiences by using this form. The completed form must be turned in to your advisor during your final semester in the program. Credit may not be given for undocumented experiences or those for which the candidate loses documentation.

DIRECTIONS: For each of the areas below, document your field experiences and explain how they meet the objectives described. Field experiences required by specific courses must be verified with the course professor’s signature. It is your responsibility to obtain the professor’s signature prior to the completion of the course. The field experiences in which you engage through the early part of your program will likely include observations and reflections. As you progress through your field experiences you will have

more and more opportunities to create situations for direct, active practice. You should include several examples that demonstrate what you did and how you achieved each objective. Include observations and active experiences in your documentation with an emphasis on active, experiences.

The following is a SAMPLE page entry:

LEARNING ENVIRONMENT (CCLO #1)

1. I am developing an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for my own learning.

1 A. School/Place Migrant School- Habersham Date July 15, 2012 Hours 1½ Grade Level: 2nd

EVIDENCE:

I visited the summer migrant school program of Habersham and observed a second grade class. I observed a reading lesson where the teacher was reading a concept book entitled *Fire*. The book dealt with one concept and every picture dealt with that concept. The teacher read the book aloud to the students. I learned on my visit that the school owned a class set of iPads that were available for use. I decided to create an e-book with a story to teach several concepts related to those the teacher had taught. I made three versions of the e-book: one for the beginning of the story, one for the middle, and one for the end. After creating my e-book, I returned to the same class and worked with children using the iPads. I arrived early to make sure I could load the files properly onto the iPads. Then, I worked with the teacher to place students in three groups. Each group had only one part of the story on their iPads. The students worked in their groups with me, the teacher, or another Piedmont volunteer in order to identify which part of the story they had and what the concepts were. Then, the students worked as a class to put the parts of the story together. Finally, the students “played” the e-book in the correct order as we read it together.

COURSE PROFESSOR’S SIGNATURE for 1 A. _____

COURSE PROFESSOR’S SIGNATURE for 6 A. _____

6 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR’S SIGNATURE for 6 B. _____

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FIELD EXPERIENCE DOCUMENTATION
INSTRUCTIONAL TECHNOLOGY
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INSTRUCTIONAL TECHNOLOGY
(CERTIFICATION-ONLY)

Name _____ Advisor _____
 Date of Program Entry _____

Directions: For each of the areas below, document a minimum of one hour of field experience that meets the program outcomes described. When appropriate, obtain a signature.

LEARNING ENVIRONMENT (CCLO# 1)

1. I can use an understanding of individual and group motivation to create and manage a caring learning environment that encourages positive social interaction, active engagement in learning, and self-regulation.

1 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 1 A. _____

1 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 1 B. _____

LEARNING ENVIRONMENT (CCLO #s 1, 4)

2. I am able to foster democratic ideals by treating students fairly and justly, providing intellectual challenge, and supporting students as they pursue knowledge and understanding.

2 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 2 A. _____

2 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 2 B. _____

SUBJECT MATTER (CCLO #2; AECT #2)

3. I understand the major concepts, assumptions, inquiry processes and ways of knowing that are central to the discipline(s) I teach. I can plan for, implement, and assess the use of technology to support content pedagogy.

3 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 3 A. _____

3 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 3 B. _____

SUBJECT MATTER (CCLO #s 2, 5)

4. I am able to create learning experiences that make subject matter meaningful for students and support critical thinking by engaging them in generating knowledge, constructing meaning, and testing hypotheses.

4 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 4 A. _____

4 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 4 B. _____

STUDENT LEARNING (CCLO # 3)

5. I understand how students develop and learn and can provide well-managed learning opportunities that support students' intellectual, social, and personal growth.

5 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 5 A. _____

5 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 5 B. _____

DIVERSITY (CCLO #4; AECT #3)

6. I understand that learners are the products of their innate talents/disabilities, preferred learning styles, and cultural experiences and can adapt instruction to meet diverse needs.

6 A. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 6 A. _____

6 B. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 6 B. _____

INSTRUCTIONAL STRATEGIES (CCLO # 5, PSC IT *Teaching, Learning, & Assessment 2.1-2.8*)

7. I am able to independently, or in collaboration with others, create research-based instructional and assessment strategies which provide authentic learning experiences to support the teaching of content and technology standards in ways that meet the needs of all my students. I am able to examine the results of these strategies in order to revise as needed.

7.A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 7.A. _____

7.B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 7.B. _____

ASSESSMENT (CCLO # 6)

8. I understand and use a variety of assessment strategies, including alternative assessments, to diagnose student learning needs. I can design and implement assessments to assess the acquisition of knowledge, skills, and dispositions expected in the subject area. I use the assessment results to inform my instruction and encourage student intellectual, social, and personal growth.

8 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 8 A. _____

8 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 8 B. _____

COMMUNICATION (CCLO # 7)

9. I use verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction.

9 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 9 A. _____

9 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 9 B. _____

RESEARCH (CCLO # 8, PSC IT # 6 Professional Growth & Development 6.1-6.2)

10. My professional practices support my own continuous learning and reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and organizational issues.

10 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 10 A. _____

10 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 10 B. _____

TECHNOLOGY (CCLO #5, PSC IT # 6 Professional Growth & Development 6.1-6.2)

11. I use technology to enhance my own professional growth and productivity and to support instruction.

11 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 11 A. _____

11 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 11 B. _____
REFLECTION AND PROFESSIONAL DEVELOPMENT (CCLO # 9; AECT # 5)

12. I am an informed, reflective practitioner who continually evaluates the effects of my choices and actions upon students, colleagues, parents, and administrators. I also actively seek opportunities for the continual development of a personal pedagogy and to work proactively to improve the lives of children.

12 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 12 A. _____

12 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 12 B. _____
COLLABORATION (CCLO # 10)

13. I communicate and collaborate democratically with other teachers, families, and members of the school's communities to support student learning and well-being.

13 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 13 A. _____

13 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 13 B. _____

VISIONARY LEADERSHIP (PSC IT # 1.1, 1.2, 1.4; AECT #4 Professional Knowledge & Skills)

14. I demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

14 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 14 A. _____

14 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 14 B. _____

POLICIES, PROCEDURES, & PROGRAMS (PSC IT # 1.3)

15. I demonstrate the knowledge, skills, and abilities to design policies, procedures, and programs, including funding, to promote and support the effective integration of instructional technology.

15 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 15 A. _____

15 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 15 B. _____

DIGITAL CITIZENSHIP & RESPONSIBILITY (PSC IT # 4.1-4.3; AECT #3)

16. I demonstrate the knowledge, skills, and abilities to promote digital equity by teaching and modeling global awareness, cultural understanding, and diversity, as well as safe, healthy, ethical, and legal practices for the use of technology, including Fair Use and copyright.

16 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 16 A. _____

16 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 16 B. _____

DIGITAL LEARNING ENVIRONMENTS (PSC IT # 3.1, 3.2, 3.3, 3.5, 3.6, 3.7; AECT #1 Content Knowledge)

17. I demonstrate the knowledge, skills, and dispositions to evaluate, select, troubleshoot, and manage digital tools and resources to support course management, collaborative learning, and effective communication in traditional, blended, and online environments.

17 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 17 A. _____

17 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for **17 B.** _____

DIGITAL LEARNING ENVIRONMENTS (PSC IT # 3.4)

18. I demonstrate the knowledge, skills, and dispositions to evaluate and plan for the use of adaptive and assistive technologies.

18 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for **18 A.** _____

18 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for **18 B.** _____

PROFESSIONAL LEARNING AND PROGRAM EVALUATION (PSC IT #s 5.1-5.3; AECT # 4)

19. I demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

19 A. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 19 A. _____

19 B. School/Place _____ Date _____ Hours _____ Grade _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 19 B. _____
CONTENT KNOWLEDGE (AECT #1 *Managing*)

20. I demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.

20 A. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 20 A. _____

20 B. School/Place _____ Date _____ Hours _____ Grade _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 20 B. _____

DOCUMENTATION OF DIVERSE FIELD EXPERIENCES

1. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

2. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

3. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

4. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

5. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

6. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

DOCUMENTATION OF DIVERSE FIELD EXPERIENCES

7. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

8. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

9. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

10. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

11. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

GRAND TOTAL OF FIELD EXPERIENCE HOURS: _____